AN ANALYSIS OF LEXICAL COHESION IN THE SONNETS WRITTEN BY WILLIAM SHAKESPEARE

Nurafni Rachmawati[1], Yusrita Yanti[2]
[1]Student of English Department, Faculty of Humanities, Universitas Bung Hatta
[2]Lecturer of English Department, Faculty of Humanities, Universitas Bung Hatta
Email: nurafnirachmawatii@gmail.com
yusrita.yanti@bunghatta.ac.id

ABSTRACT

Sonnet is one of the creations written by William Shakespeare, where this sonnet is the object of this research and the topic of discussion is lexical cohesion. Lexical cohesion refers to how vocabulary relates to different parts of the text, there are reiteration and collocation. According to Halliday and Hassan, lexical cohesion is divided into two types, namely reiteration and collocation. Lexical cohesion is very important to understand because it can help someone understand the meaning of a sentence. In this research, the writer uses sonnets written by William Shakespeare as the data. This study uses a descriptive qualitative research method based on Halliday and Hasan's theory. This research is focused on finding each type of lexical cohesion contained in sonnets written by Shakespeare (repetition, synonymy, antonymy, hyponymy, meronymy, general word, and collocation and also finding out the function of lexical cohesion. Based on the research that has been done, the authors found 50 data in this sonnet, which are as follows: the most common types of lexical cohesion found are antonymy, followed in second place by synonymy, collocation, repetition, meronymy, and lastly general word. In this study, the authors could not find any hyponymy. This lexical cohesion becomes a bond that makes inter-sentence relations integrated into the text in sonnets and coherent

keywords: lexical cohesion, types of lexical cohesion, functions of lexical cohesion

INTRODUCTION

The use of language in discourse goes beyond the literal understanding of words in communication. Language change is a common phenomenon in long-established languages. Such changes can occur in several aspects, namely phonological, morphological, syntactic, lexical, and semantic aspects, Puspita and Sutami (2021). Discourse is the study of how words and statements are put together and integrated to create writings or conversations that make sense. Discourse analysis is the study of the link between form and function in verbal communication, according to Rankema (2004:1). Discourse analysis aims to comprehend how language functions in longer communication units, such as speeches, interviews, dialogues, or complete writings. Language choices are used to create, communicate, and establish relationships. It is crucial that a text's discourse aspects work in harmony with one another to foster high understanding, or what is known as cohesiveness.

One of the characteristics of discourse is cohesiveness, which is the form of relationship that binds the language components together in a discourse. Grammatical cohesion and lexical cohesion are the two categories into which cohesion falls, according to Halliday and Hassan (1976). Subunits of many kinds are present in both forms of cohesiveness. Grammatical cohesiveness is the way grammatical elements are joined together across sentence boundaries; examples include conjunctions, ellipses, references, and substitutes. These are some examples of coherent grammar.

There are two types of lexical cohesion: collocation and repetition. Lexical cohesion describes how language connects to various textual elements. The goal of this study is to apply Halliday and Hassan's theory to analyze the types of lexical coherence and their functions in a sonnet by William Shakespeare. We must learn about lexical coherence to expand and enhance our vocabulary. In addition to examining the lexical coherence found in William Shakespeare's sonnets, this study aims to clarify for readers what is meant by coherence.

METHOD

The writer used qualitative research methods. The writer employs a qualitative descriptive method, according to the definition above, because the purpose of this study is to describe the meaning of sentences in the sonnets. The writer of this study employs a descriptive method to describe and explain something, which is then clarified, leading to a conclusion. The data of this research is all of the words that contain lexical cohesion found in the sonnet written by William Shakespeare. The writer must examine every

word in the sonnet which contains every type of lexical cohesion and also examine the functions contained in the sonnet written by Shakespeare using Halliday and Hassan's theory.

FINDINGS AND DISCUSSIONS

The data analysis is displayed based on the many types and purposes of lexical coherence. It suggests that the text's meaning is compromised by lexical coherence. The cohesive device's links to lexical items make the text cohesive. Lexical cohesion can be of two types: repetition and collocation. Words that are repeated include synonyms, antonyms, meronyms, hyponyms, and generic terms.

The following are several types and functions of lexical cohesion that the author finds in the sonnets written by William Shakespeare.

1. Repetition

*A man in **hue** all **hues** in his controlling (sonnet 20, line 7)*

The data above is an example of repetition, with the word "hue" being emphasized twice. This recurrence helps to explain why men seem to manage and incorporate every color and pattern imaginable. Here, the expression "A man in hue" refers to a man's look, complexion, or overall appearance. On the other hand, "all hues in his controlling" indicates that the man is dressed in every color under the sun.

The ideational function of this line presents a man as having the ability to control or govern any shade or color. This story highlights the man's amazing capacity to change physical attributes or looks. Meanwhile the textual function in this data to emphasizes that the man's appearance is so broad and influential that he has control over all colors.

2. Synonymy

*O! change thy **thought**, that I may change my **min**d (sonnet 10, line 9)*

The terms "mind" and "thought" above are interchangeable. This is because they both refer to a person's cognitive processes. "Thought": In this sense, "thought" describes an individual's mental processes, ideas, or convictions. Conversely, the term "mind" describes an individual's cognitive abilities. It acts as the center of attention for consciousness, thought, and mental functions.

The speaker is asking someone else to "change thy thought" so that they can influence their mental state ("that I may change my mind"). This is an illustration of how ideational processes work. Similar to how the text functions in this line, the use of these two words in poetry can achieve a level of intricacy and depth by describing a mental and emotional condition connected to the person being addressed. It also strengthens the sense of reliance and unity between the two people in the sonnet setting.

3. Antonymy

*For never-resting time leads **summer** on*
*To hideous **winter**, and confounds him there;* (sonnet 5, lines 5-6)

Given their disparate connotations, the terms "summer" and "winter" in this sentence are opposites of one another. Winter denotes the cold season of the year, and summer denotes the hot season.

The ideational function of this line depicts time as an unstoppable force that transforms summer into winter, presenting this transition as an unpleasant and disruptive process. This line's textual function uses antonymy to improve the coherence and meaning of the sentence. The cyclical nature of time and the shifting of the seasons are symbolized by the contrast between summer and winter, which also highlights the fleeting and transient aspect of existence. The sonnet's examination of how time affects both the natural world and human experience is made more nuanced by this antonym relationship.

4. Meronymy

***Sap** checked with frost, and **lusty leaves** quite gone* (sonnet 5, lines 7)

The superordinate forms of meronymy are the words "sap" and "leaves." Whereas sap represents a portion of the entire tree and is an essential plant circulation fluid. Lustrous leaves, on the other hand, symbolize the entire tree when it is in full bloom. Consequently, "lusty leaves" and "sap" exhibit a part-whole link, indicating meronymy. The difference between "lusty leaves quite gone" and "sap checked" indicates that seasonal variations have caused the state of the leaves that were once fresh or healthy to decline.

The above statement, which describes the process by which frost impedes a plant's life-sustaining sap and its once vivid leaves disappear, refers to the ideational function. This demonstrates how the winter or cold inhibits natural vigor and growth, which exemplifies a subject of decline and loss. These statistics demonstrate how the textual function of lexical cohesiveness enhances the poem's sensory imagery, symbolism, and thematic depth. This data line evokes a sense of mortality and well captures the core of the sonata's reflection on time passing and the changes it brings.

5. General Word

When to the sessions of sweet silent thought
*I summon up remembrance of **things** past* (sonnet 35, lines 1-2)

The term "things" in the line above indicates that the data is a broad word. The above data's line characterizes a contemplative mindset where people participate in introspection or self-reflection. "Remembrance of things past" alludes to recollections or experiences from the past. The word "things" refers to a broad category of experiences, feelings, events,

and objects that people have come into contact with during their lives.

The function in the previous line indicates a mental process when the speaker engages in reflective thinking ("sessions of sweet silent thought") and actively recalls old memories ("remembrance of things past"). This encapsulates the experience of introspection during moments of contemplation and the process of remembering the past.

6. Collocation

*When to the sessions of **sweet silent** thought* (sonnet 30, lines 1)

The data above is an example of collocation when two words come together in a way that sounds idiomatic or natural in the language and frequently occurs in specific terms. The information above makes clear that the terms "sweet" and "silent" contain collocations. In language and literature, these two words typically appear concurrently to elicit particular sensory or emotional consequences.

The ideational function in the above line indicates the internal emotional condition of the individual being addressed. It suggests that a strong, negative emotion—hatred—has total power over the subject. The primary objective of the sentence is to convey the character and intensity of this emotional state. symbolizes the subject under discussion or the experience and content of the text. In the data above, the terms "possessed" and "murderous hate" are used combined to denote a severe emotional state in which an individual feels intense hatred, which is the textual function of this line. Together, these two phrases provide an accurate and understandable description of the emotional state.

CONCLUSION AND SUGGESTION

The writer after, identifying, classifying, and evaluating all of the data, the writer determined the findings obtained by the writer, it can be concluded that from the 9 sonnets by William Shakespeare there were 6 types of lexical analysis used in writing the sonnets. Among the six lexical types in the sonnet are Repetition (8), Synonymy (10), Antonym (16), Meronymy (5), General Word (1), and Collocation (10). In this research, the author could not find any type of hyponymy lexical cohesion in the sonnet. Meanwhile, the type of lexical cohesion that is often encountered is Antonym. The ideational function is concerned with how language represents experiences and reality meanwhile the textual function in this repetition is to emphasize a sentence The function of lexical cohesion found in the sonnet by William Shakespeare is used to emphasize words or phrases to describe the idea related to the topic of the sonnet, which cohesive to build meaning, so that the meanings or passage are delivered to the audiences.

Based on the findings, it would be better for future researchers to analyze grammatical and lexical cohesion. This is different from the research in this thesis which focuses on lexical cohesion, so the coherence analysis is less in-depth. Learning lexical cohesion is very important for future researchers interested in sonnets. After completing this research on lexical cohesion, the author feels that this topic is very interesting to discuss and analyze. Analyzing sonnets by William Shakespeare is a more challenging subject to research as a data source because in his sonnets there are many different types of lexical cohesion. The author hopes that readers will be interested in analyzing lexical cohesion.

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